

3-1-1982

Faculty Senate Monthly Packet March 1982

Portland State University Faculty Senate

Let us know how access to this document benefits you.

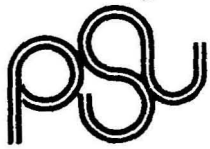
Follow this and additional works at: <http://pdxscholar.library.pdx.edu/senateminutes>

Recommended Citation

Portland State University Faculty Senate, "Faculty Senate Monthly Packet March 1982" (1982). *Faculty Senate Monthly Packets*. Paper 203.

<http://pdxscholar.library.pdx.edu/senateminutes/203>

This Minutes is brought to you for free and open access. It has been accepted for inclusion in Faculty Senate Monthly Packets by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.



portland state university

MEMORANDUM



TO Senators and Ex-officio Members of the Senate DATE February 8, 1982
FROM Ulrich H. Hardt, Secretary of the Faculty

The Faculty Senate will hold its regular meeting on March 1, 1982, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the February 1, 1982, Meeting
- C. Announcements and Communications from the Floor
 - 1. Report on IFS Winter Meeting--Bunch
 - 2. Report on Latest Developments in Budget Planning--Blumel
- D. Question Period
 - 1. Questions for Administrators--none
 - 2. Questions from the Floor to the Chair
- E. Reports from the Officers of Administration and Committees
 - *1. Cooperative Education Proposal for Demonstration Grant--Moseley
 - *2. Report from ARC regarding Transfer Credits--Rose
- F. Unfinished Business--none
- G. New Business
 - *1. Motion on Approval of Overloads--Rose
 - *2. Request for Change in Graduation Requirements--Rose
 - *3. Request for Approval of HPE 298--Tang
 - *4. Proposed Changes in Student Conduct Code--Lall
- H. Adjournment

*The following documents are included with this mailing:

- B Minutes of the February 1, 1982, Senate Meeting
- E1 Cooperative Education Proposal for Demonstration Grant**
- E2 Report from ARC regarding Transfer Credits**
- G1 Motion on Approval of Overloads**
- G2 Request for Change in Graduation Requirements**
- G3 Request for Approval of HPE 298**
- G4 Proposed Changes in Student Conduct Code**

**Included for Senators and Ex-officio Members Only

UHH/b

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 1, 1982
Presiding Officer: Mary Cumpston
Secretary: Ulrich H. Hardt

Members Present: Abbott, Alexander, Bates, Beeson, Bennett, Bingham, Bjork, Breedlove, Brenner, Brooke, Bruseau, Buell, Bunch, Burden, Chapman, Chino, Conroy, Cumpston, Daily, Dart, Diman, Dressler, Dunbar, Enneking, Erdman, Goekjian, Goslin, Grimes, Hales, Heflin, Heneghan, Heyden, Jackson, Jenkins, Kimball, Kimbrell, Kirrie, Lehman, Limbaugh, Midson, Moor, Nussbaum, L., Nussbaum, R., Oh, Pinamonti, Patton, Peterson, Rad, Savery, Scheans, Shimada, Simpson, Sonnen, Swanson, Tuttle, Waldroff, Waller, Williams.

Alternates Present: Fahs for Beattie, Tracy for Dueker, Lovell for Youngelson.

Members Absent: Feldesman, Holloway, Karant-Nunn, McMahon, Muller, White.

Ex-officio Members Present: Blumel, Corn, Dobson, Erzurumlu, Forbes, Gruber, Hardt, Harris Hoffmann, Howard, Leu, Morris, Nicholas, Parker, Pfingsten, Rauch, Ross, Schendel, Todd, Toulan, Trudeau, Vant Slot, Williams.

APPROVAL OF THE MINUTES

The minutes of the January 11, 1982, Senate meeting were approved as circulated.

ANNOUNCEMENTS

Bunch announced that he would report on the Interinstitutional Faculty Senate winter meeting at the March 1 PSU Senate meeting.

QUESTION PERIOD

President Blumel responded to a question about the latest developments regarding the financial situation for Higher Education. He said that the Education Subcommittee of Ways and Means has held extensive meetings and has adopted a report which reduces the Higher Education cuts to 5%. The Subcommittee acknowledges that Oregon's public four-year colleges and universities have been significantly underfunded for at least the past decade, adversely affecting faculty salaries, library holdings, services and supplies, equipment acquisitions, computers, classified staff, and maintenance and rehabilitation of the physical plants.

This chronic underfunding can be solved only by increasing sharply the General Fund dollars for support of Higher Education or by reducing sharply the programs offered and the number of persons served, or by a combination of the two. The Subcommittee believes, however, that Oregon's economic health and quality of life are dependent upon the state's ability to serve at least the same number of persons now served and to maintain the quality of education, research, and public service programs. It therefore urges the 1983 Legislative Assembly to assign high priority to the allocation of additional resources in order to restore quality and access to Oregon's public four-year colleges and universities.

The Subcommittee also went on record strongly disapproving the 60% tuition increase over the 1981-83 period and the recommended "tax" on faculty and other staff in the State System, in the form of salary reductions below contracted level. Blumel said that both proposals were cited as being counter-productive to maintaining a quality System of Higher Education.

In preparing the 1982-83 budget, the Subcommittee expects the Board to be guided by the following assumptions and principles:

1. A written report, due by March 31, 1982, should array the budgetary options and program reductions considered by the Board and should provide the reasoning of the Board in accepting or rejecting each option in arriving at the budget request. Since dramatically higher tuitions are self-defeating, the Board is instructed to prepare a budget which will include the elimination of the recently imposed \$49 surcharge. Further, the Board should carefully consider
 - a. Program consolidation of baccalaureate and advanced degree and non-degree programs in order to reduce the number of locations where similar programs are offered.
 - b. Personnel changes achievable by September 1982.
 - c. Revisions of estimates of student enrollments and tuition revenues.
 - d. Reduction and resource reallocations which are not distributed ratably, but which are selective and are made from the perspective of meeting the needs of Oregon, its people, its communities, and its students. The savings to students and their families of having education available in their home communities should not be ignored.
2. The Board should examine reductions in administrative costs, especially in middle management.
3. Budget requests should reflect a high priority for program actions designed to preserve the direct economic development potential of Higher Education, such as computer science and engineering.
4. In order to arrest the present deterioration of salary support levels and to attract and retain quality faculty, the System must provide salaries competitive with those offered at comparable institutions. Therefore, the 1981 budget note calling for a salary catch-up should remain a high priority. Salary reductions, furloughs, and salary freezes should be avoidable if at all possible.
5. Funds accruing from overrealization of Other Funds (tuition), savings from reductions beyond the \$3.56 million, and possible restoration funds should be applied towards 3 and 4 above.

Blumel said it is relatively certain that Ways and Means will require Higher Education to cut at least \$3.56 million in programs in 1982-83. The figure represents the gap that remains between reductions already made by the State System and the tentative goal of \$10.356 million in budget cutbacks established by the Subcommittee on Education. Elimination of the \$37 portion of the tuition surcharge

and further contingency reductions of an additional 5% could results in the following picture:

Ways and Means required cut	\$3.56 million
\$37 surcharge elimination	4.50 million
5% contingency reduction	10.50 million
	<u>\$18.56 million</u>

The Board was directed not to use across-the-board cuts, but to be selective. PSU's share of the \$18.56 million would be about \$4.0 million. However, Blumel pointed out that institutions may be asked to exceed the \$18.56 million by \$5 million, thus identifying more programs than may be necessary to cut. He added that faculty participation in program reduction planning will be included to the extent possible within the March 1 deadline. Bunch asked who would be involved. Blumel responded that he planned to consult with CADS, the Educational Policies Committee, the Budget Committee and that he would welcome individual faculty input.

Blumel said that institutions are required to identify programs for elimination or reduction, to give the Board the opportunity to make its recommendations. The Board adopted the following guidelines, in rank order, to serve as a framework:

1. Preserving and protecting quality education in the State System wherever possible.
2. Retaining programs essential to the System's mission.
3. Retaining programs that are central to the missions of individual institutions.
4. Protecting programs directly related to financial and economic development.
5. Maintaining staffing balances (student-teacher ratios).
6. Excessive duplication should be examined carefully and recommendations for retention must be defended.
7. Closure of an institution is not considered an effective solution to the System's short-term budget problems.

In preparing its requests for the 1983-85 biennium, Blumel stated that the Board will be expected to provide budgetary information, identifying three distinct levels of operation and budgets:

- Option I -- An ideal plan with necessary enhancements needed to provide a quality system with major areas of excellence and improved facilities.
- Option II -- An adjusted level buget, reflecting the 1982-83 budget level, as finally approved by the Legislature or State Emergency Board, adjusted to reflect 1983-85 costs. This option would provide a good system with fewer areas of excellence.

Option III -- A reduced level budget reflecting operating support at 85% of the 1983-85 adjusted level budget (Option II). This option would anticipate a restructured system that features total program eliminations and the changing of institutional missions.

The 1983-85 budget request should include planning for a ten-year, high technology enhancement program to be supported on a 50-50 basis with interested industries. The Board is further instructed to prepare a long-range plan for the state system which will consider changes in institutional mission statements, consolidation of programs offered in more than one location, elimination of selected programs, opportunities for utilizing educational offerings in neighboring states, and modifications of delivery systems to utilize emerging technology.

Brenner pointed out that there was not enough time to do a system-wide review between now and March 1, 1982, and that for the next 3 1/2 years programs will be identified as being non-essential; the result will be a very negative atmosphere. Blumel agreed but saw no other way to accomplish the review. With the move to high technology programs and economic development, Beeson warned that the University must stand together in emphasizing that the rest of the University is important; the outsiders will not do that. Blumel said Beeson was absolutely right.

Kimbrell asked who actively selects the new chancellor. Blumel replied that the Board did, not the Legislature or the Governor.

REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

Registrar Tufts reported that the fees paid head count for winter term was down 6.56%. An 8% drop was noted among those taking less than six hours.

UNFINISHED BUSINESS

Beeson presented the final reading of a constitutional amendment of Article III, Section 4, regarding the tenure of department heads. There was no discussion, and the amendment was passed unanimously.

ADJOURNMENT

There being no items of new business, the meeting was adjourned at 4:02 p.m.

E-1

REPORT TO: Faculty Senate

FROM: Educational Policies Committee

SUBJECT: Cooperative Education at Portland State University

Introduction: It has been proposed that Portland State University apply for a 3 year \$1,000,000 comprehensive demonstration grant from the National Commission on Cooperative Education to start in Fall, 1982. The grant proposal must be submitted in early April, 1982.

The Educational Policies Committee has reviewed articles and reports, and has held hearings with or otherwise had direct input from cooperative education students, faculty and administrators involved with the program, employers of students in the program, William Olsen, the current Director of the Program, John Dromgoole, Director of the National Commission for Cooperative Education, and the Dean of Arts and Letters at the University of Washington. In addition, Professor Savery and Dean Paudler made a site visitation to California Polytechnic University.

Support for the concept was rather overwhelming and the committee concurs in this support.

The proposed program must go well beyond converting existing work/study type programs to cooperative education and that, in turn, will require extensive commitment and involvement by both faculty and administration.

Educational Policies Committee Preliminary Conclusions:

1. Cooperative education as a concept is both exciting and innovative. Portland State University's location, student body, and official mission and goals make such a program highly appropriate.
2. Potential benefits:
 - a. Enhancement of the learning experience for students.
 - b. Source of financial support for PSU students.
 - c. Helpful to student in exploring of careers, building confidence, and broadening their perspectives.
 - d. Faculty would have increased contact with local industry, increased opportunity for summer employment, and a broadening learning experience.
 - e. Local organizations would experience improved and less expensive recruiting as well as benefiting from low cost employees.
 - f. The University might receive more financial and other support from the community and the ability to serve a greater number of students without increased facilities or staff.
3. Potential Financial Burden. An institutional commitment of approximately 20% of the grant, or \$200,000, is expected for the 3 year period. A large part of this commitment will not require any additional funds, or transfers of funds inasmuch as ongoing overhead is heavily involved. It is hoped that any added expense can be offset partially or completely by special course fees or contributions by participating firms. Other schools have been able to accomplish this.
4. Administrative issues. An additional administrative load would be placed on Deans and other academic administrators, the Director of Career Planning and

21

Placement, and on faculty who would act as advisors, coordinators, etc. The primary use of the grant funds would be to provide for the major portion of any increase in administrative burden, however, and consequently this is a relatively minor consideration.

The issue was raised as to whether or not a new administrative structure and program is needed to carry out activities already being done. Although it does not appear that any great expansion in work/study types of activities has taken place under past cooperative education grants, there has been increased formalization and if the comprehensive demonstration grant were funded, a dramatic increase in such activity should be expected.

5. The Educational Policies Committee favors the application for the grant in question so that Portland State University might have the opportunity of exploring through actual experience, the possibility of permanently adopting such a program.

The committee requests that it be given the opportunity to review and amend the proposal prior to its submission.

Furthermore, it is recommended that a faculty advisory committee be established for the purpose of overseeing the program in the event the grant is awarded.

What is Cooperative Education and How Does It Work?

Cooperative education is an educational process in which students are employed for specific periods of work as an integral part of their academic program. This employment is usually related to the student's course of study and individual interest.

The advantages to the student are numerous as he or she has much to gain by involvement in the practical applications of classroom theory prior to graduation. The work portion of co-op programs in most four year institutions consists of periods of full time employment "alternating" with periods of full time, in-school study. Such periods may be arranged on a quarter basis, semester basis, or some other time period. The length of a work period is dependent primarily on the calendar of the college, although student and employer needs and interests also have an impact. In many, but not all, Baccalaureate degree programs adding cooperative education can lengthen the overall time frame by as much as twelve months.

Alternating is not the only way in which cooperative education programs may be operated. Another system, "parallel" co-op, is gaining in popularity. It involves both study and work in the same day. Such programs have work and study running "parallel" or simultaneously. Many institutions use the parallel pattern exclusively and still manage to schedule both academic and work portions of the curriculum into a normal time span. Some four year institutions also use the parallel plan in various academic disciplines. There are advantages to both patterns. Institutions of higher learning emphasize the one that offers the most opportunity for their students and their curricula. Many institutions utilize both patterns.

Cooperative education has been growing at a fast rate in the United States and Canada. In the past fifteen years the number of colleges and universities offering cooperative education programs has increased from 70 to over 1,000. The values that practical experience adds to a student's total education have been recognized by both the legislative and executive branches of the federal government. That interest and attendant financial support have aided materially the growth of cooperative education programs.

Flexibility of the Cooperative Education Idea

One of the strengths of cooperative education is flexibility in integrating theoretical study and practical employment. It has proven adaptable for both men and women students in a wide range of educational programs. Among the cooperative colleges and universities is almost every type of institution of higher education in this country. There are two-year institutions, both public and private, co-educational institutions, men's colleges and women's colleges among those now participating.

Are Students Paid For Their Services?

In cooperative programs, the student is paid for his/her services by the cooperating employer. The financial assistance which results can be of great help in funding a college education. While financial benefits are usually secondary to the educational benefits to be derived, the earning ability is important and can mean the difference between attending or not attending college. Student earnings vary with the discipline being studied, the co-op pattern being used, the segment of the employing community involved, and with different sections of the country.

Who Is Eligible?

Cooperative education programs can include all or a portion of the student body. At some institutions, co-op is mandatory: Every enrolled student must participate. Usually cooperative education is offered in some, but not necessarily all, departments or schools of the college or university. At others, it is an optional alternative that some students choose. At still others, it is an honors program for which a student must be specially selected. At a few schools, students start the alternation of work and study as early as the freshman year. In most cases, however, students spend one or two full years in course work before participating in a cooperative education program.

Does the Student Work With One Employer?

In some programs, the student will return to the same company for each work period; in others, experience will be gained with a variety of employers. In technical disciplines, the cooperative program is usually organized so that the student returns to the same company and completes a "job circuit" of progressively more responsible positions. Other programs, liberal arts in particular, intentionally place the student with a number of employers, so that the student has the opportunity to learn the functions of a variety of organizations in the American economy and government.

The Employers' Perspective

Most employers who participate in cooperative education program view co-op as a recruiting mechanism. In general, it is less expensive than other more conventional recruiting methods. In addition, the "product" (the graduating student) is known well by the employer and is ready to go to work without further training. These added values are reflected in the higher salary offers extended to co-op graduates.

The decrease in numbers of high school and college graduates anticipated through the 1980's will probably be countered by increased employer participation in co-op programs in order to compete for those fewer graduates.

Background Information About COOP. Education at PSU

A campus-wide Cooperative Education Program was initiated at Portland State University in 1978 with the assistance of a small grant from the USDE, Cooperative Education Branch. Grant funds provided part-time employment (.20 FTE) of faculty cooperative education unit coordinators in each of the university's schools and colleges. During 1979-80, grant assistance to the program was not continued due to the funding agency's questioning of adequate university financial support for program maintenance and growth. The university continued the program with the director operating on a .50 FTE basis and unit coordinators volunteered their time to assist with student placements. In 1980-81, and 1981-82, administrative program grant applications were successful and provided support for the continuation of program operations. The 1981-83 grant award has provided approximately \$54,000.00 in salary support for faculty unit coordinators in 7 academic units of the university.

Cooperative education unit coordinators are faculty members designated to represent the program with the school or college where they hold their faculty appointments. They disseminate program information to the various departments within their respective academic units, contact employers to develop field placement sites for students, and work with students and academic advisors to incorporate cooperative education field placement opportunities into students' academic programs. The Office of Cooperative Education also maintains contact with local and regional employers to generate field placement opportunities and alerts the appropriate unit coordinators with regard to potential placements in their respective disciplines. In addition, employers frequently contact university personnel directly when they have personnel needs which can best be addressed through cooperative education programming. Occasionally, students already employed will request enrollment in the cooperative education program when they have jobs related to their major field of study.

The students at Portland State are informed of cooperative education field placement opportunities via the unit coordinators in their school or college, as well as through promotional activities in the Office of Career Planning and Placement and the Office of Cooperative Education. Students are advised to work with their unit coordinators and academic advisors to determine the appropriateness of the field placement with regard to integration with their academic program. Learning outcomes, assessment and evaluation procedures for the placement are identified before the student is enrolled in the program. Course objectives satisfied by the placement experience are evaluated for course enrollment designations before the student is enrolled as well. Some placement experiences satisfy all the learning requirements of a specific course, while others require additional learning activities to allow the student to be eligible for course credit(s). Once courses have been designated, students register and pay tuition for the course work they are completing through their field placements experiences. The employers provide the wages for the cooperative education students as they do for regular employees in similar positions. The work/learning agreement with the employer is based on a one-term-at-a-time commitment for all parties, and is negotiable for more terms on either a full-time or part-time basis. The amount of credit a student may earn for field placements is determined by the nature of the placement as well as other criteria set by his/her academic unit.

During AY 1980-81, approximately 240 PSU students worked with about 160 different employers in business and industry, as well as federal, state, and local governmental agencies, earning a range of from 3 to 12 hours of credit to apply to their degree requirements at Portland State.

Plans for future Cooperative Education program activities at Portland State are currently

being influenced by a series of events which started during the summer of 1980. In June 1980, President Blumel received notification that Portland State had been nominated by the American Council on Education as one of fifty urban universities in the United States which showed excellent potential for conversion to comprehensive cooperative education programming. As a result of this nomination, a consultation team from the National Commission for Cooperative Education conducted an on-site audit during the fall term (1980) to evaluate Portland State's capacity for comprehensive cooperative education conversion. The NCCE team met with faculty unit coordinators, academic deans, the Vice President for Academic Affairs, and the President. The NCCE team's post-visit report indicated that they had encountered a high degree of enthusiasm by all personnel during their campus visit, and suggested that Portland State give serious consideration to the preparation and submission of a comprehensive demonstration grant proposal to facilitate the task of expanding the existing program to comprehensive status. Such a grant would provide \$1,000,000.00 in support over a three year period to help finance the many functions necessary for an endeavor of this dimension.

Responding to a suggestion from the National Commission, Portland State's Office of Cooperative Education designed a faculty cooperative education survey winter term. In April 1981, this survey was distributed to all university faculty members teaching on a .50 FTE or greater basis. Fifty-two percent of the faculty members surveyed responded with only ten percent registering any negative comments about the university's cooperative education program. A significant number of faculty members indicated that they were not too familiar with the university program and requested additional information from the program office.

In view of the fact that a special ad hoc faculty committee appointed by the president in the previous year had recommended that the university maintain and expand the cooperative education program, as well as the positive input from the National Commission audit and the faculty survey, Portland State's Office of Cooperative Education prepared a rough draft of a comprehensive demonstration grant proposal. This proposal was drafted through consultation with the National Commission team which had visited our campus. Unfortunately, a university decision was made not to submit a final copy of a comprehensive demonstration grant proposal to the funding agency. Certain individuals advising the president felt that the preparation/application process was too rushed and more time should be devoted to evaluating the merits of participation on a comprehensive status. Following the grant award notifications for demonstration grants for 1981-82, the National Commission reported to Portland State that the rough draft we had prepared was the best comprehensive demonstration grant document they had ever seen and, if submitted as an application document, would have been funded as the best of the five grants awarded.

Report from ARC Regarding Transfer Credits

During the Fall, 1981, quarter the Academic Requirements Committee proposed and the Senate passed the following:

1. That the minimum number of credits earned at four-year institutions be 93. (The current requirement is 78.)
2. That the maximum number of credits transferred from regionally accredited two-year institutions be eliminated. (The current limit is 108.)

The Chancellor's Office has since informed PSU that the changes violate a Board policy relating to acceptance of credits from two-year institutions. The Academic Requirements Committee has re-examined the requirement and does not propose a change to the present requirement which is:

Maximum number of credits transferred from regionally accredited two-year institutions: 108

Minimum number of credits earned at four-year institutions: 78

The Academic Requirements Committee proposes the following motion to the Faculty Senate for its approval.

Enrollments of greater than 21 credits per term are considered overloads, are restricted, and may not be taken unless approved. Undergraduate students desiring to take more than 21 credits must obtain approval as follows:

- 22-25 credits: Obtain approval, at the time of overload registration, from the student's academic program adviser or from the assistant dean on Consent for Overload form available at Registration and Records Window, Neuberger Hall Lobby.
- 26 or more credits: Petition to Academic Requirements Committee. Forms are available at the Degree Requirements section of the Office of the Registrar, Neuberger Hall Lobby. Such petitions must be submitted by the last day to pay without a late fee.

The overload policy of Portland State University applies to all hours taken including hours taken through DCE or at other institutions once a student has been admitted to PSU and has enrolled at PSU. The overload restriction applies to concurrent enrollments and to enrollments at other institutions by admitted, matriculated PSU students even if no portion of the overload is taken at PSU when the credits may be transferred to meet PSU degree requirements. The overload policy applies to enrollments in the academic year and in the summer term.

Comments:

Approval for overloads is presently required by PSU policy if the overloads are taken at PSU or concurrently at PSU and another institution. The above statement requires prior approval of overloads when taken by admitted, matriculated PSU students even if no portion of the overload is taken at PSU. The above statement requires approval by the academic program adviser or the assistant dean as it is believed that these people can best evaluate the request for overload.

Request for Change in Graduation Requirements

The Academic Requirements Committee proposes the following as a general university requirement for the baccalaureate degree and that this requirement will apply to all students entering under provisions of the 1982-83 and future catalogs:

Health and Physical Education courses required: a three credit course in health and physical education planned to develop understanding, skill and experience in personal health fitness assessment, improvement and maintenance.

Students admitted prior to fall, 1982, will be expected to meet the general university HPE requirement as now stated in "their" catalog or students admitted prior to fall, 1982, may substitute the new three credit HPE course for the general university HPE requirement as now stated in "their" catalog.

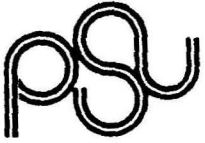
Comment:

Beginning with the fall, 1982, quarter the School of Health and Physical Education will offer a new, three credit course tentatively entitled HPE_____ Fitness Concepts and Practice. The completion of the single course will enable students to meet the proposed requirement. It is expected that the School of Health and Physical Education will have the resources to offer this course.

The Academic Requirements Committee believes and is recommending that the University should retain some requirement in the HPE area.

The Academic Requirements Committee believes and recommends that veterans must take the new course.

FEB 1 - 1982



portland state university

MEMORANDUM

TO Faculty Senate

DATE Jan. 29, 1982

FROM Nancy O. Tang *Nancy O. Tang*
Chairman, Curriculum Committee

The Curriculum Committee has met and approved the attached new course proposal. This HPS 298 is designated to replace the currently required HE 150 and 5 PE credits. It is requested that the Faculty Senate permit this to be brought to the floor for approval on an emergency basis at the March 1982 Senate meeting to facilitate Fall 1982 effective date.

The Curriculum Committee recommends Faculty Senate approval of the proposed course change.

PORTLAND STATE UNIVERSITY
PROPOSAL FOR NEW COURSE

1. School of Health and Physical Education

2. HPE 298, Health and Fitness for Life

Catalog description: A foundation course including lecture and physical activity designed to expose the student to the interrelation of health and physical fitness. Course covers both assessment and improvement of the following: physical fitness, nutritional status, and the ability to cope with stress. The interacting role of the three components in achieving optimal health will be explored with particular emphasis on the cardiovascular system.

3. Course primarily intended for [undergraduates]

4. Normally to be offered fall, winter, spring, summer

5. Hours of credit: 3 clock hours per week: 2 hours lecture and 2 hours laboratory/physical activity

6. P/NP only X yes; no

7. General rationale of proposal:

a. Reason for request at this time:

The proposed course will replace the 5 credit (5 different physical activity classes) physical education and 1 credit health education (HE 150) requirement for the university graduation requirement. Recent budget limitations have forced a change in the funding for the recreational type activities. President Blumel has indicated a willingness to support the type of health/fitness related course which is in keeping with the mission and goals of the State Board of Higher Education and Portland State University.

b. Place in development of department's total program:

This course will replace as a requirement other activity courses. However, some other non-professional courses will continue to be offered on a much more limited, self support (special fee) basis. Professional programs and courses will continue to be offered for majors.

7. General rationale (contd.):

- c. Briefly describe the educational purpose to be served by this course:

This course would serve to make the undergraduate student aware of his/her current health and fitness status and provide him/her with sufficient knowledge, skill, and experience to make rational decisions about future behavior. With this course as an introduction, students will be encouraged to enroll in further elective courses in health and physical education where additional experience, skills and/or fitness could be developed.

- d. Relations of proposed course to the field of knowledge represented by department:

An introductory survey of a special area of knowledge within the total field represented by the department.

- e. Reason for offering in area which is primary concern of another department:

Not applicable

8. Rationale of this proposal in terms of percent courses:

- a. Overlap with other courses: No extensive overlap with other courses
b. Duplication of other courses: None
c. Alternative Courses: No current courses that could be used as alternative

9. Anticipated enrollment:

- a. Enrollment anticipated each term course is offered for first two years:

200 per term the first year, 300 per term the second year

- b. Recommended optimum enrollment:

100 per lecture section; 25 per laboratory section

- c. Students would take this course as:

a requirement for graduation

- d. Expected distribution of registration:

Lower Division	80%
Upper Division	20%
Graduate	0%
TOTAL	100%

10. Instruction:

a. This course will be taught by:

A variety of faculty from the School of Health and Physical Education.

b. The teaching methods most likely to be used in this course:

lecture

laboratory-physical activity, self appraisal, discussion

11. Methods of evaluation to be used in this course:

1. Completion of all tests and inventories designed to appraise one's health and fitness status.
2. Attendance
3. Completion of assignments
4. Passing of two written exams at the level of C or above.

12. Adequacy of library resources:

Adequate

13. Budgetary considerations in proposed course:

a. Summary

Added faculty (percentage of annual FTE)	NONE
Added specialized space (in sq. feet)	NONE
Additional equipment and supplies	NONE
Other (student assistants, audio-visual, etc.)	NONE

b. Explanation and necessary details of each estimate:

Because of imposed staff reductions and the proposed change in the University PE/HE requirements, from 6 credits to this 3 credit course, faculty in the School of Health and Physical Education will have altered teaching schedules to meet the demand of this course.

c. See above.

14. Remarks:

15. Topical outline of course:

<u>LECTURE</u>	<u>EXERCISE/LABORATORY</u>
I. The Meaning of Health and Fitness (3 hrs lecture)	
A. Common adult health problems	
B. The levels, dimensions and determiners of well-being	
C. Assessing one's potential for optimal well-being	Exercise labs to include physical activity plus Health Risk Appraisal, Cardio-vascular disease inventory
D. Achieving self-directed change	(3 hrs laboratory)
II. Cardiovascular disease and Risk Factors (4 hrs lecture)	
A. Types of cardiovascular disease	
B. Risk factors and their relationship to Exercise Hypertension, obesity, stress, sedentary living, etc.	Exercise labs to include physical activity plus cardiovascular assessment, body composition assessment
C. Cardiovascular Screening methods	(4 hrs laboratory)
III. Fitness for life (4 hrs lecture, 1 hr midterm exam)	
A. Evaluating one's fitness status	
1. Cardiovascular fitness	
2. Flexibility	
3. Strength and endurance	Exercise labs to include physical activity plus pre/post exercise pulse measurements, measuring exercise intensity, assessing flexibility, strength, muscular endurance.
B. Prescriptions for developing and maintaining fitness	
1. Cardiovascular - modes, intensity, duration, frequency, etc.	
2. Flexibility - static stretching	
3. Strength and endurance - static/dynamic strength training; muscular endurance training	Use of circuit training in developing fitness.
4. Circuit training	(5 hrs laboratory)
IV. Nutrition and Exercise (4 hrs lecture)	
A. Evaluating the nutritional status	
1. Energy intake and expenditure analysis	
2. Food categories	
3. Body fat - anthropometric methods of analysis	
B. Weight loss/weight control	
1. Contributions of diet/exercise	
2. Combined diet and exercise programs	
a. Caloric expenditure rates for different physical activities	

LECTURE

- b. American College of Sports Medicine
Guidelines governing exercise and
weight control
- C. Applying behavioral change techniques

LAB

Exercise lab to include
physical activity plus work
on assessing caloric
intake, expenditure
and anthropometric
measurements.

(4 hours of laboratory)

V. Stress Management

(3 hrs lecture)

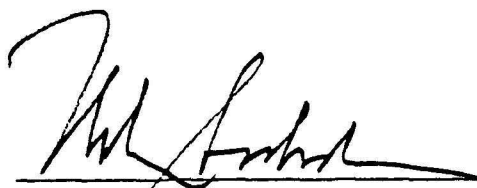
- A. Stress overview - definition,
body/mind relationships, the body's
response to stress
- B. Recognition of stress - self
assessment of stressors
- C. Preventing and reducing stress
 - 1. Physical activity
 - 2. Modifying perception of stressors
 - 3. Relaxation training
 - 4. Time management techniques

Exercise lab to include
physical activity, and
specific stress reduction
techniques.

(4 hrs laboratory)

16. Sequence of action:

Request prepared by



Date 1-5-82

Approved by Unit (i.e., Department) Curriculum Committee

Date _____

Approved by Department Head

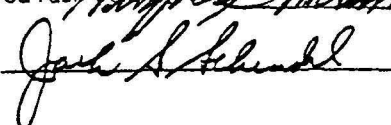
Date _____

Approved by College/School Curriculum Committee

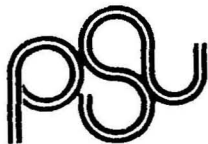


Date 1-13-82

Approved by College/School Dean



Date 1-19-82



portland state university

MEMORANDUM

TO Faculty Senate

DATE 2/4/82

FROM Orcilia Forbes, Vice President for Student Affairs
and the General Student Affairs Committee, Dr. Lall, Chairman.

Attached is a revision of the Student Conduct Code we recommend for your review and approval. In general, the modifications change the tone of the document and streamline procedures. Specific changes include:

1. The language of section 31-105 is modified to emphasize the educative aspect of discipline and to ensure due process in cases where formal action is required.
2. Several changes were made in section 31-110 which contains the list of proscribed conduct: a) including "health" in #6 to allow the President to order a student to leave the campus because of threatening behavior; b) expanding the definition of cheating in #9; c) moving part of present #9 to a new #10 and adding failure to provide required information and misrepresentation of one's self; and, d) creating a new #13 related to conviction of a felony or misdemeanor under circumstances where it is reasonable to conclude that the person's presence on campus constitutes a danger to health, personal safety or property.
3. In section 31-115, three major changes in procedures: a) changing the composition of the hearing committee to a standing administrative committee of three faculty and two students; b) requiring a student entitled to a hearing to request one rather than automatically providing for a hearing; c) empowering the Student Affairs Office to proceed informally with a case if the student does not request one; and, d) extending the maximum length of a temporary suspension from 10 to 30 days.
4. In section 31-120, two new types of disciplinary action: a) community service; and, b) loss of privileges.

Following review by this body and general input as provided in the Administrative Procedures Act, these changes will be promulgated as administrative rules of the University.

OZF:cb

Portland State University Administrative Rules
Division 31 Student Conduct Code

31-105 General Policy

The primary objective of Portland State University is the achievement of excellence in instruction, research and public service. All members of the academic community have a responsibility to conduct themselves in a manner which will maintain an environment conducive to achievement of this objective.

Students whose conduct is not in keeping with the standards of the University and which is proscribed by this code may be subject to disciplinary action. The procedures for that action are designed to be educative in nature so that persons may evaluate and become more accountable for their conduct and redirect their behavior in accordance with University standards.

Further, the procedures of this code are designed to allow individuals the full benefit of due process. Each case is considered individually rather than attempting to fit specific penalties to matching incidents. Whenever possible, informal resolution of conduct code violations will be sought. When this is not possible, more formal procedures are prescribed by the code which emphasize fair and just treatment of the student by the University.

The student conduct code which follows applies to any person who is attending or has attended the University or who is enrolled in any special program approved by the University.

31-110 Student Conduct

The following types of behavior constitute conduct for which students may be subject to disciplinary actions as described in Section 31-120 of this code:

- (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property.
- (2) Obstruction or disruption which interferes with the freedom of movement, both pedestrian and vehicular, on University-owned or -controlled property.
- (3) Possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons or instrumentalities on University-owned or -controlled property, in contravention of law or without University authorization.
- (4) Detention or physical abuse of any person or conduct which is intended to threaten imminent bodily harm or endanger the health of any person on University-owned or -controlled property.

Page 2
PSU Administrative Rules
Division 31 Student Conduct Code

(5) Malicious damage or misuse or theft of University property, or the property of any other person where such property is located on University-owned or -controlled property, or, regardless of location, is in the care, custody or control of the University.

(6) Refusal by any student while on University property to comply with an order of the President of the University, or appropriate authorized official or officials, to leave such premises because of conduct proscribed by the code, when such conduct constitutes a danger to health, personal safety, or property, or is disruptive of education or other appropriate University activity.

(7) Unauthorized entry to or use of University facilities, including buildings, grounds, desks, files and equipment.

(8) Illegal use, possession or distribution of drugs on University-owned or -controlled property.

(9) Academic cheating, including but not limited to, taking information from another student, giving information to another student, or plagiarism in any form.

(10) Knowingly providing false or misleading information to the University; failing to provide required information to the University; misrepresenting one's self to an instructor or other University official; or forgery, alteration or unauthorized use of University documents, records or identification.

(11) Unauthorized possession of keys to University facilities, including buildings, offices, desks, files and equipment.

(12) Inciting others to engage in any of the conduct or to perform any of the acts prohibited herein. Inciting means that advocacy of proscribed conduct which calls upon the person or persons addressed for imminent action, and is coupled with a reasonable apprehension of imminent danger to the functions and purposes of the University, including the safety of its students, faculty and officials and the protection of its property.

(13) Conviction of a felony or misdemeanor under circumstances where it is reasonable to conclude that the presence of the student at the University would constitute a danger to health, personal safety, or property.

31-115 Procedure

(1) Allegation of Misconduct; Investigation

(a) Any person may present an allegation to the Vice President for Student Affairs that a student has engaged in conduct proscribed by

Page 3
PSU Administrative Rules
Division 31 Student Conduct Code

these rules. The Vice President for Student Affairs or designee investigates the allegation. If the investigator does not find probable cause to believe that the allegation is well-founded, she/he dismisses the allegation.

(b) If the investigator finds probable cause to believe that the allegation is well-founded, she/he prepares a statement of charges addressed to the student being charged and stating the following:

(A) The authorization of proceedings by these rules;

(B) The matter(s) charged, with reference to the specific proscription(s) involved;

(C) The student's right to a hearing before the Student Conduct Committee in cases where the actions of suspension, dismissal, restitution or loss of privileges might be imposed; a description of the procedure to be followed therein; the time period in which a written request for a hearing must be filed; and the effect of failure to file a request for a hearing.

(c) The Vice President for Student Affairs directs delivery of the statement of charges to the student charged, either personally or by certified mail.

(2) Student Conduct Committee

(a) The Student Conduct Committee is an administrative committee appointed by the President of the University to begin service fall quarter of each academic year. Committee members serve staggered terms of two years from the date of appointment or until their successors are appointed.

(b) The Committee consists of three faculty members nominated to the President by the Committee on Committees and two students nominated to the President by the Vice President for Student Affairs. *The President designates one of the faculty members to be the chairperson of the Committee. The chairperson assumes the powers and responsibilities designated in the University's Rules of Procedure for Contested Cases. Decisions, other than evidentiary and other procedural rulings by the chairperson, are controlled by a majority vote of the Committee. The Committee may not act unless all members are present.

(3) If the nature of the case indicates that a hearing before the Student Conduct Committee is not warranted, or if a student charged with conduct which would entitle her/him to a hearing before the Student Conduct Committee fails to request a hearing within fifteen (15) calendar days after receipt of the statement of charges, the Vice President for Student Affairs or a designee is empowered to proceed

Page 4
PSU Administrative Rules
Division 31 Student Conduct Code

with the case informally and make final recommendations to the President without a hearing.

(b) If the student charged makes a timely and appropriate request for a hearing before the Student Conduct Committee, the Vice President for Student Affairs refers the matter to the Committee by transmitting to it a copy of the statement of charges. Upon receipt of the statement of charges, the Committee is responsible for the conduct of further proceedings in the matter in accordance with the Rules of Procedure for Contested Cases.

(4) Student Status

Pending resolution of the charges against her/him, a student charged is entitled to all the rights and privileges of a student in good standing; provided that the President of the University may, after finding that a student's presence at the University constitutes a threat to the safety of the University community, suspend a student from the University for a period not to exceed thirty (30) days. In any case involving such a temporary suspension, the student has a right to a hearing of the charges against her/him, as provided in these rules, during or after the period of suspension.

31-120 Types of Disciplinary Actions

The following is the range of University Actions which may be taken as a result of a disciplinary hearing. These may be imposed in conjunction with other types of action including counseling and referral to appropriate University resources.

(1) Reprimand

This action may be given orally or in writing and is a warning that further conduct which violates the proscriptions of this code may result in increasingly severe actions.

(2) Disciplinary Probation

This action permits the student to remain at the University only upon condition that she/he avoid further conduct which violates the proscriptions of this code. In appropriate cases additional conditions may be imposed when the circumstances of the student's misconduct do not warrant suspension or dismissal.

(3) Suspension

This action suspends for a period time not to exceed one calendar year from the date of suspension, the individual's rights as a student

Page 5
PSU Administrative Rules
Division 31 Student Conduct Code

within the University. Fees will be refunded in accordance with the refund schedule adopted by the State Board of Higher Education. At the expiration of the period of suspension, the individual may resume active status as a student at the University, provided only that she/he shall comply with established admission and registration procedures.

(4) Dismissal

This action terminates, from the date of dismissal, the individual's rights as a student within the University. Fees will be refunded in accordance with the refund schedule adopted by the State Board of Higher Education. The individual may not be re-admitted for a period of at least two calendar years. A dismissed individual seeking re-admission must meet the University's re-enrollment requirements, and her/his re-admission must be approved by the President upon recommendation of the Vice President for Student Affairs.

(5) Restitution

This action may be imposed in connection with the other actions provided in this code in cases involving damaged, stolen or misappropriated property or stolen or misappropriated money.

(6) Community Service

This action requires the student to render a designated number of hours of labor in the service of the University or the community.

(7) Loss of Privileges

This action denies to a student or a student organization specified University privileges for a specific period of time.

*In addition, following the same procedure two faculty members and two students will be appointed by the President as alternates to serve in cases of prolonged absence by regular members.